DOCUMENT RESUME

ED 128 657 CE 008 236

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TITLE Job Placement Coordinators Manual.
INSTITUTION Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE Jun 76
NOTE 105p.
AVAILABLE FROM New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103--Kilmer Campus, Rutgers University, New Brunswick, N. J. ($2.50 plus postage)

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Accountability; Career Education; *Coordinators; Counselor Role; Guidance Personnel; *Guidance Programs; Job Analysis; *Job Placement; Manuals; *Occupational Guidance; Placement; Program Administration; Program Coordination; *Program Development; Program Effectiveness; Program Guides; Program Planning; Resource Materials; Senior High Schools

ABSTRACT

The aim of this manual is to provide a useful tool for school personnel engaged in placement work and related activities in career education and guidance. Chapter 1 looks at job placement services, including the career resource centers and benefits to students. Chapter 2 outlines preliminary steps and needs in initiating a job placement program. In two parts, Chapter 3 covers: The major duties of placement coordinators, discussing their relationship to the entire program of career education and guidance; and the techniques of counseling, the theories of career development, and such tools as testing and informational services. Chapter 4 attempts to show the wide variety of activities carried on by placement coordinators in the field by presenting extensive excerpts from two annual reports. Chapter 5 stresses the importance of the placement service as a source of evaluation for at least the career education component of the curriculum, and suggests that accountability should be a goal rather than a concept which controls all educational activities. Appendices contain various sample forms and materials useful to a placement coordinator. (TA)

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ED128657

State of New Jersey
Department of Education
Division of Vocational Education

JOB PLACEMENT COORDINATORS MANUAL

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Vocational-Technical Curriculum Laboratory
Rutgers - The State University
Building 4103 - Kilmer Campus
New Brunswick, New Jersey

June 1976
Publication #0042

CE 008 236

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This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

This publication was developed to meet the expanding and increasingly sophisticated needs of the many job placement coordinators involved in the New Jersey career education effort. As a replacement to several useful but older publications, this manual will hopefully serve the needs of all guidance personnel involved in job placement activities.

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PREFACE

The aim of this manual is to provide a useful tool for school personnel engaged in placement work and related activities in career education and guidance. It is for the experienced placement coordinator as well as for the newly appointed coordinator. It should also prove useful to counselors engaged in placement work on a part-time basis. Hopefully it will also be of value to administrators and members of school boards as they plan and develop placement services.

Objectives:

1. To help those already involved in job placement or about to enter this type of work to improve their understanding of and efficiency in placement activities.

2. To assist in the development of new job placement programs operating either on a part or full-time basis.

3. To develop the parameters within which the placement coordinator should operate.

4. To acquaint administrators and other staff members with placement programs and related activities, objectives, and philosophy.

5. To provide school board members with a clearer understanding of the importance of this service.

6. To provide counselor educators with a tool which can be used to improve the educational program for those preparing to work in the placement field, or who will have contact with placement activities as teachers, counselors, or administrators.

I have drawn on the experiences and suggestions of the Advisory Committee of Placement Coordinators and Counselors and of the staff members of the Division of Vocational Education associated with this project.

Lawrence Kenyon

CHAPTER I

A LOOK AT JOB PLACEMENT SERVICES

The placement service has been considered one of the basic functions of a school guidance program since the early days of the guidance movement. However, the early emphasis on job placement as a basic function of a guidance program which originally was largely vocational in nature, soon gave way to a broader interpretation of placement. Placement services, to most counselors, meant activities involving the placement of students in a particular course, curriculum or academic track; placement in extra-curricular activities; and most important of all, placement in post-secondary education, which generally meant college. Educational placement became more important than job placement, which most frequently was considered a minor duty of a counselor, or the responsibility of a teacher handling vocational subjects.

Although the depression period of the early thirties focused attention on employment problems, there is little evidence that many of the limited number of counselors then employed in public schools were active in job placement. The federally coordinated program of state employment services established during that period did utilize a few youth counselors, generally funded through the federally supported National Youth Administration. Books such as Howard Bell's widely known MATCHING YOUTH AND JOBS did little to change the primary focus of the school counselors, which continued to be largely on educational and psychological problems.

As counseling staffs expanded after World War II, most counselors were caught up in the rush toward higher education. The National Defense

Education Act of 1958, inspired by Russian space successes, provided funds for guidance activities and counselor education, but continued to emphasize the importance of higher education.

However, there were educators who could see dangers and frustrations in the goal of "a college education for everyone." In 1966 Grant Venn, an outstanding leader in vocational education, wrote:

> The next thing that I think is going to happen in every school in this country -- or there will be no guidance program that has muscle -- is full-time job placement services for every boy and girl in school, with the school taking on the same responsibility for the non-college bound as it now does for the college-bound student. When we accept a student, we accept the responsibility of helping him reach the next point.[1]

The Vocational Education Act Amendments of 1968 clearly linked job placement to vocational guidance. Section 143.2C covered "programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement" and made federal funds available. By 1969 there were five job placement coordinators in New Jersey schools who were supported by federal funds from this program.

In 1970 the third annual report of the National Advisory Council on Vocational Education had among its list of recommendations that "Every secondary school should be an employment agency." In further expanding on this point, the report stated:

> For many years, universities and colleges have operated employment offices through which graduating seniors and prospective employers conduct negotiations about jobs. In a handful of comprehensive schools, and in many vocational schools a similar employment service is now conducted for graduating seniors. This practice must become universal. It must become a priority national objective that schools in disadvantaged neighborhoods establish employment offices at once and accept a responsibility for removing barriers to the employment of their graduates.[2]

Shortly after he was appointed U.S. Commissioner of Education in 1970, Dr. Sidney P. Marland developed the concept of career education as a unifying and guiding force for all public education. Since career education involves the concept that all students be provided with occupationally salable skills or the ability to progress to the next higher step in education where such skills might be gained, with the ultimate goal of employment, job placement has been recognized as an integral part of career education.

In 1974 a federal law dealing with education and known as the "Educational Amendments of 1974" included a section dealing with career education. Section 406 (d) states that:

> The term "Career Education" means an education process designed (1) to increase the relationship between schools and society as a whole; (2) to provide opportunities for counseling, guidance and career development for all children; (3) to relate the subject matter of the curriculum of schools to the needs of persons to function in society; (4) to extend the concept of the education process beyond the school into the area of employment and the community; (5) to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescense; (6) to make education more relevant to employment and functioning in society; and (7) to eliminate any distinction between education for vocational purposes and general or academic education.[3]

Basic Assumptions for a Placement Program

1. Career education will continue to be a major emphasis of public education.

2. A sound placement program is an essential part of the total career education approach.

3. Such a program can be started by one committed individual, but further support is essential to its satisfactory development.

4. A satisfactory program must be supported by suitable staff time, with a flexible schedule allowing the counselor to work in the community as needed.

5. A satisfactory program requires the active support of the administration and the board of education.

6. A satisfactory program requires community participation through an advisory council composed of representatives of local employers and unions.

7. A satisfactory program will provide services for the entire student body, both non-college and college bound, and for graduates and drop-outs.

8. The placement program should be considered as one of the student personnel services, and should be part of or closely integrated with the guidance department.

9. The placement program should be coordinated with the work experience program.

10. A school-based placement program should cooperate closely with the State Employment Service and with locally supported volunteer programs, such as the Youth Employment Service. However, it offers a program beyond what these agencies can offer, and is definitely not replaceable by them.

Placement Activities in New Jersey Today

New Jersey was one of the first states to take advantage of the increased interest in placement programs and the federal funds available. In 1969 the Division of Vocational Education, as part of its comprehensive Career Development Program, issued a manual entitled JOB PLACEMENT: A GUIDEBOOK FOR COUNSELORS.[4] In 1972 a special bulletin, "Placement: The Ultimate Test," was issued.[5] This manual updates and replaces these two publications as a guide to job placement activities.

There is considerable evidence that the job placement service will soon become a service expected from all public secondary schools. During the school year of 1974 there were approximately 75 full-time placement coordinators employed in secondary schools in New Jersey. To be eligible for state funding, job placement coordinators must be involved full time in placement and career counseling activities. Although figures were not available, it is estimated that most New Jersey secondary schools offer at least a limited placement service. In some schools this is handled by a school counselor who assumes the additional duty of placement activities; in other schools it may be handled by the work experience coordinators or by teachers in vocationally oriented subjects. Generally in the latter case the service is available only to selected students.

Parameters of Job Placement Coordinator's Duties

Placement coordinators as well as other members of the counseling, teaching, and administrative staffs, board of education members, and the general public need to understand that the work of the placement coordinator goes far beyond placing students in part or full-time positions. A successful career development program for an individual involves eventual entry into the labor market, but this does not necessarily involve being passively placed in a position. S/he should be able to choose the type of job in which there is an interest and a potential for success based on aptitudes and skills. Students should know how to locate a job and how to apply, and should possess both the cognitive and the social skills needed to succeed in the chosen field. In the development of the necessary skills, the placement coordinator can play an important part.

We reject the idea that a successful job placement program involves nothing more than the matching of the interests and abilities of the student with the requirements of a particular position. The coordinator should be more concerned with what precedes this final matching that results in a job placement. S/he must help each student become better able to understand and interpret interests, abilities, and motivation. The coordinator will help each student understand why employer requirements must be met. S/he will be an integral part of the counseling-teaching team that will help in the vocationalization of the student, a process leading toward vocational maturity and the ability to make career decisions. Both prior to and after placement, the coordinator will help the student toward success on the job. This will involve the development of job skills, but more importantly satisfactory work habits and attitudes. It will also involve some follow-up after placement, with possible counseling for students who are not showing success in their job adjustment or who wish to change positions or enter a different field.

The Career Resource Center

A relatively new development in the career education field is the Career Resource Center. Such a center may serve one school or an entire school system. Some centers will provide only informational services, while others will be the hub of many of the career-oriented activities offered by the school. Staffing may vary from part-time volunteers to a professionally trained staff including a career counselor, a placement coordinator, and an information specialist. If a Career Resource Center exists or is being planned, the placement coordinator should work closely with other staff members in developing it to the fullest potential.

Placement Activities Carried on by a Member of Regular Counseling Staff

In many schools the placement activities will be handled on a part-time basis by a regular counselor. Frequently the result of this approach is that the person assigned to the placement duties has neither the time nor the proper background for the work. The administration, in making such an assignment, must realize that to adequately operate a placement service, the counselor must be released from some previously assigned duties. Anyone doing placement work must be free to leave the school regularly to do job development and follow-up on students placed.

Benefits to Students

An appropriate way to close this introductory chapter is to conclude with a list of benefits students may derive from participation in job experiences:

Opportunity to:

1. learn and develop skills in settings other than the school
2. develop a greater appreciation of people and the work they do
3. gain practical experiences which can expand the knowledge needed to make career decisions
4. develop broader interests, good work habits, and life values

References

1. Quoted in Raymond Wasil, JOB PLACEMENT. Akron: Ohio: Summit County Board of Education, n.d. p. 5-6.

2. National Advisory Council on Vocational Education, Third Report, Washington, D. C., 1970.

3. Public Law 93-380, 1974.

4. Thomas Gambino and Robert Briant. JOB PLACEMENT: A GUIDEBOOK FOR COUNSELORS. Trenton: New Jersey Department of Education, 1969.

5. William Kaskow. "Placement: The Ultimate Test of a School's Commitment to Its Students." Trenton: New Jersey Department of Education, 1972.

CHAPTER II

GETTING A PROGRAM STARTED

The initiative for a comprehensive job placement program can come from the community, the board of education, the school administration, or from a counselor, work coordinator, or other staff member who sees the need for such a service. Once the program has been suggested a number of steps must be taken to make it operational. The order in which these tasks are approached will vary according to the situation.

Developing Objectives

An early essential step is the development of the basic objectives of the program. The first statement of objectives may come from the person proposing the program. This statement will be further developed by a committee appointed by the administration to study the program. In most cases this committee in its earlier stages will be made up solely of school personnel. After the broad outline of the objectives has been developed, representatives from employers and unions should be involved.

General objectives for a job placement program:

1. To develop a placement program as a part of the total career education commitment of the school.

2. To develop facilities for both part and full-time placement for all students and former students.

3. To develop a high degree of cooperation with coordinators of work experience programs.

4. To develop close cooperation with the guidance staff in helping students make satisfactory career choices through self-awareness and the ability to use career information in making choices.

5. To work closely with the guidance staff and teachers in the development of student skills in the techniques and knowledge needed to obtain and hold a position.

6. To help develop in the non-goal oriented students the motivation necessary to reach their academic and vocational capabilities.

7. To provide a means of evaluating the product of the school, that is, the students, in terms of employment potential.

8. To provide in-put into curriculum development based on the evaluation of employment potential by employers and students.

9. To develop communication between the school and the business and industrial community.

10. To develop communication between the school and the unions.

11. To develop and maintain cooperation with the State Employment Service.

Consideration of Duties of Placement Coordinator

The Division of Vocational Education has developed a sample job description for the position of placement coordinator. This statement, reproduced in the Appendix A, should be studied carefully and utilized as a guide in selecting the placement coordinator.

Selection of the Placement Coordinator

Prior to the consideration of candidates for the position of placement coordinator, a list of desirable characteristics should be developed. The following list is based on statements in the job description

provided by the Division of Vocational Education, and suggestions by members of the advisory committee for this manual. At the present time there are no certification requirements for this position, but the coordinator must hold a valid teaching certificate.

The placement coordinator should possess:

1. At least a bachelor's degree or the equivalent, with a New Jersey standard teaching certificate.

2. Graduate training in the guidance field, leading to counselor certification.

3. A minimum of three years satisfactory teaching, counseling, or personnel work.

4. A knowledge of career development concepts.

5. A broad background in the world of work.

6. Demonstrated initiative, ability in human relations, and basic management techniques.

7. A strong motivation toward working with students.

8. The ability to work well with other staff members and with business and community agencies.

Special consideration should be given to persons with teaching experience in the more career-oriented fields, such as industrial technology, business, and vocational education courses, and to experience as a work coordinator. Experience in business and industry involving hiring or placement of personnel, or in some related personnel activities would be desirable.

The position should be announced to current staff members, and applications from current employees should be carefully considered, with

ample weight given to their potential knowledge of the local community. However, as in other teaching or administrative positions applications from outside the system should be secured, so that the best possible person can be hired.

Pre-Job Orientation for the Placement Coordinator

If the new placement coordinator is entering the school system as an outsider, s/he should be given a special orientation to the school and to the community. If s/he is new to the field of placement counseling, it would prove very helpful if arrangements could be made for him/her to work with or visit an experienced placement counselor for several days.

Office Space

The office for the placement coordinator should be easily accessible to the students who will be served. This means that normally the office should not be located in a separate administrative building. If possible the office should be located adjacent to the offices of other members of the student personnel team. If the coordinator serves more than one school, s/he should have an office in each school.

The office should be comfortably furnished. The coordinator should have an outside telephone line, but provision should be made for answering the phone through the school switchboard when the coordinator is out. Employers must be able to call in and reach the counselor or leave a message without difficulty.

A waiting room and secretarial service can be shared with the guidance staff or possibly with the work coordinator. If there is a waiting

room, provision should be made for displaying career materials, especially those dealing with how to secure a position. Attractive bulletin boards and reading material can be educational to the students using the placement office.

Although not directly related to office facilities, the secretary serving the placement office should be specifically mentioned. Skill on the telephone, a friendly personality, and an understanding of the broad objectives of the program are essential characteristics to be considered in selecting a secretary.

Development of an Advisory Committee

While membership of any local advisory committee for the placement program would vary in make-up and size, the following guidelines are presented, based on experiences in successful programs:

1. Membership should include representatives from business and industry, including employers from both large and small firms.

2. Labor should be represented by one or more persons.

3. Representatives should be chosen from community members who have shown an interest in young people or who work directly with them in some capacity.

4. The school staff should be represented, with special attention given to the possibility of utilizing a work experience coordinator, a counselor, or a vocationally-oriented teacher.

5. Consideration should also be given to the inclusion of one or more representatives from the student body.

The committee should be representative of various facets of the community: business and industry, labor, the community at large, the school staff, and the students. Too often in the past we have neglected to

consider the ideas and feelings of the students with whom we work. Inclusion of students on the advisory committee will give them a choice in the development and direction of the program.

While the program is being established, the advisory committee should meet at least once a month, at the call of the placement coordinator. A definite agenda should be prepared for each meeting. Members must realize the importance of their input.

Some Functions of the Advisory Committee

The duties of the advisory committee will vary from school to school, but would probably include most of the following:

1. Helping with the development of the program philosophy.
2. Helping to develop and clarify the objectives.
3. Helping in organizing and utilizing the resources of school, community and employers.
4. Helping to develop in-service training programs for counselors, teachers, community members, and employers in utilizing the placement program.
5. Helping to develop an evaluation and study of the effectiveness of the services provided.
6. Assisting in developing job opportunities.
7. Coordinating with other school advisory committees in related career education areas, if such committees exist.

Survey of Employment Opportunities

A survey of employment opportunities must be made early in the operation of a placement program. Such a survey will acquaint the placement coordinator with the job potential in the area, and this information will

then be communicated to the student body. A survey will also alert the potential employers that a placement program is available, and should encourage them to call the placement office if they need workers, and should also provide contacts that can be valuable in the future.

While primarily aimed at local employment opportunities, the survey should not be confined within too narrow boundaries. A preliminary survey of parent employment would indicate where people from the area work. Some of the major employers outside of the local area could be contacted.

There are several possible approaches to a job survey, depending on the extent of the market to be studied. Probably the most useful method in terms of actual results would be a survey based on personal contacts made by the placement coordinator. If this is too time-consuming, the coordinator might secure the aid of other staff members, such as the work coordinators, regular counselors, or even members of the student body. If students are used in a survey, special care must be taken in providing sufficient instructions, so they will make a good impression on the employers.

Another approach would be to develop a mail questionnaire. The mailing could be organized through the placement office, or the services of the business education department could be utilized. In using a mail questionnaire, the instrument should first be tried out on a small sample, then revised in the light of this experience. To secure a suitable response a follow-up will be necessary in many cases. This can be done first by a reminder letter, then by a telephone call or personal visit. A mail survey should be followed by personal contact.

In making a community survey, special attention should be given to those companies regularly hiring beginning workers. Information on job requirements should be collected.

Training potential should also be considered. Some companies offer on-the-job training of a fairly advanced nature, and information on such programs should be included. Other companies provide formal training either within their organization or through tuition-supported training in a school setting. Opportunities for apprenticeship programs jointly sponsored by unions and employers should be studied.

After the survey has been completed the information should be recorded in a permanent filing system for future use. This phase of the survey is discussed in Chapter III.

Other Aspects of Community Survey

Manpower training programs of the Department of Labor and public and private vocational training programs should be carefully surveyed. Contact should also be made with such community and state agencies dealing with youth as the New Jersey State Employment Service, the New Jersey Rehabilitation Commission, the local probation department, drug counseling programs, youth centers, Community Action programs, Neighborhood Youth Corps, Bureau of Youth and Family Services, YM and YWCA, Boy and Girl Scout organizations, neighborhood settlement houses, and any other organizations which might provide worthwhile contacts and support.

Reaching the Staff

The coordinator should work closely with all members of the staff. S/he should work closely with the guidance staff in sharing knowledge of the labor market and career information resources. S/he should be involved

in developing in-service training for staff members involving the incorporation of a career education approach in the curriculum. S/he should also work with teachers on an individual basis, acquainting them with the objectives of the placement program, and helping them utilize career information in their class work.

Reaching the Students

In introducing the placement program to the student body, the placement coordinator should become as visible as possible through personal appearances in homerooms, classes, and assemblies. Public address system announcements and news articles in the school and local papers should be prepared to explain the service. Posters announcing the service could be prepared by students for bulletin boards in the school.

Reaching the Employers

The preliminary survey of employment opportunities should have alerted prospective employers that plans were being made for a placement service. An official notification of the opening of the service should be made by personal letter to those companies indicating on the survey that they would be potential employers of new entries into the labor market or of part-time workers.

As many personal visits should be made as possible, both before and after the opening of the service. Arrangements should be made by the coordinator to speak to such local groups as service clubs, chambers of commerce, professional groups such as personnel directors, engineers, or accountants.

Newspaper publicity should be carefully prepared and submitted through channels to the local papers, with care being taken to meet

the necessary deadlines. Prepared announcements should also be given to local radio stations, and to TV stations which carry local news. If any local stations carry talk shows, try to arrange for a guest appearance.

A Final Word on Starting a Program

Much of the success of any new program depends on the enthusiasm shown by the person directing the program. Placement coordinators beginning new programs should approach the task with a positive attitude, expecting the success of the program, and be willing to work hard to assure this success.

During periods of recession and high unemployment, placement work becomes difficult, but some full-time beginning workers and some part-time workers will continue to be hired. Placement coordinators must continue to work as enthusiastically as ever. During such periods students need even more help than when jobs are plentiful.

Additional information on how to develop a job placement program and the proper scope of such a program will be given in the chapters which follow. From the beginning, placement coordinators should look upon their task as much more than simply placing students on jobs.

CAHPTER III

THE PLACEMENT COORDINATOR AT WORK

Part I. Placement Activities

The chief responsibility of the placement coordinator is to aid students in securing part or full-time employment. The placement office serves as a clearinghouse for job orders and applicants. This does not mean that the coordinator "makes the placement." A better way to describe the coordinator's contribution is to say that s/he helps to bring employer and employee together; the coordinator provides some organization for the labor market. Some techniques for operating a successful placement service will be presented in this section.

Although placement work is the major task, the coordinator should be involved in many phases of career education and career guidance. In the second section of this chapter, titled CAREER GUIDANCE TECHNIQUES, we will deal with some of the tasks related to other major aspects of the placement coordinator's work.

The Applicant File

Every student seeking work through the placement office should be required to fill out a registration form. This form should involve the type of material requested on applications used by employers, plus information peculair to the school situation. Since the completion of this form may be the student's first experience with an application blank, detailed instructions should be given as to how to complete the form, with special emphasis on neatness, completeness, and following directions.

See sample forms in Appendix B, then develop the form that you feel will best suit the local situation.

Some counselors prefer 5 x 8 cards for ease in filing, while others prefer the additional information that can be placed on an 8-1/2 x 11 sheet. The application form should contain a place for the applicant to sign a release, permitting the counselor to provide prospective employers with such information as attendance, grades, and references.

A definite time limit should be established for holding applications in the active file. After placement or the elapsing of the time limit, the card should be placed in an inactive file. Renewal each school year is recommended. If a placement is made, this should be recorded on the applicant's card. Any follow-up calls involving the applicant's placement should also be recorded. If the card is withdrawn for other than a placement, the reason should be indicated.

Employer Prospect File

The prospect file will include cards on all employers who might at some time use the placement service, or who might in some way aid the career education and guidance activities. In the latter case, a note should indicate possible ways the company could help.

The first source of entries in the prospect file will be the survey of business and industry, which should be completed either before or as soon as possible after the establishment of the placement office. Additions to this file will be made through personal visits. Other leads may come from members of the advisory committee, staff members, students, and from other sources. This should be an active file.

See Appendix C for a suggested form.

The prospect file should be kept up to date through regular contacts. After a follow-up contact with a firm listed on a prospect card, one of the following steps should be taken:

1. Complete a job order, if the company is interested in hiring.
2. Update the card and return to prospect file if no specific job order is received, but further contacts are anticipated.
3. Place card in inactive file if it is apparent that the company will not utilize the placement service, nor be in a position to provide resources for the career program.

In contacting prospective employers, the coordinator should realize that s/he plays the role of goodwill ambassador from the school system. The coordinator is in a position to acquaint business and industry with what the schools have to offer and with some of the problems that the schools face. At the same time the coordinator should become acquainted with resources that might be made available for use of the school. These would include tangible items, such as equipment, material, professional magazines and other publications, as well as human resources, such as possible speakers for career days, or persons who will provide career information on an individual basis to interested students.

The coordinator should decide on the service area to be covered. This will normally be the school district plus additional areas which provide an economic base for the area served by the school. Care must be taken to avoid too much competition between schools for placement, but students should not be narrowly limited in their search for work by district boundaries.

The Job File

The coordinator must develop a system of handling job orders. An order form which contains all the essential information and can be easily filed and referred to, is important to efficient operation.

See Appendix D for sample forms.

A 5 x 8 card is recommended since this is large enough on which to record the necessary information and can be easily filed.

The coordinator will get some orders through personal contacts, either through field visits or by calling on the telephone. These should be immediately entered on the job order cards.

After the program has been established, most orders will probably come over the telephone. It is essential that the coordinator be easily reached by telephone. When s/he is out of the office, someone must be available to take messages. This person should be given instructions in completing the job order form, and also in general telephone manners.

Some orders will come through a third person. For example, an employer may call another staff member because of a personal friendship, or may ask a student employee to relay a job order to the counselor. Students and staff should be asked to refer all job orders received to the placement coordinator. The coordinator should then contact the employer to verify the order and complete the order card.

Job orders should be kept in a file labeled "Job Orders - Active," and regular contacts should be made with the employer until some action has been taken, and the job filled or withdrawn. If the order is filled, the card should be placed in a file labeled "Job Orders - Completed." The coordinator should then make one or more follow-up contacts to make sure that the placement is satisfactory. If the job cannot be filled, or is filled through another source, the card should be placed in a file

labeled "Job Orders - Cancelled," and the date of cancellation and reason indicated on the card.

Referral Policies

Like any business, the success of the placement program will depend primarily on the quality of your merchandise, i.e., the work of the students after they are hired. The best efforts of the placement coordinator, the finest public relations and publicity, the activities of the advisory council, will all have little effect on the acceptance of the placement service unless the students placed prove satisfactory.

However, this does not mean that the placement coordinator should refer only those students with top qualifications. The placement service must be available for all students, including those with below average qualifications, and the potential and actual drop-outs. A truly successful service cannot be attained by skimming off the cream for referral, and letting the rest find their own jobs.

Quality referrals must be secured in other ways. Students must be taught how to apply for work, they must be provided with necessary skills, and they must have the attitudes necessary for success on the job. This is a big educational order, in which the school has not been particularly successful in the past. The coordinator must take the lead in these areas, but s/he cannot do all that is required alone. S/he must act in cooperation with other staff members in providing the necessary career education and guidance. More specific information on dealing with these areas will be given in Part II of this chapter.

Several placement coordinators have developed packets of materials which they give to all students, or to those registering for work. Such a packet can be assembled from free materials available from the State

Employment Service, large industries, and/or from materials prepared by the coordinator. Pamphlets included might deal with how to locate job leads, how to fill out an application blank, how to write a letter of application and resume, how to conduct a successful job interview, and hints on how to succeed on the job. Other topics covered might include information on Social Security coverage and how to secure a Social Security number, Unemployment Compensation, and how to get working papers.

See Appendix E for a sample covering statement used at Lakewood High School, as well as sample resume and letter of application.

The following item illustrates one form of pre-referral training material that should help maintain the quality of the service.

Rahway High School Placement Service

You have been placed on a job through your placement service. You have assumed a responsibility not only for yourself but for your school and its placement office. You should make every effort to be an efficient and loyal employee and, at the same time, to maintain a satisfactory school record. If for any reason while employed you cannot get to your job when you are supposed to be there, be sure that your employer is notified immediately. If you have a problem at work, see your placement counselor about it. If you intend to leave your job for any reason, see me before you give your notice to your employer.

Remember every job well done is a recommendation for a better job.

Good luck to you!

Donald A. Sinclair
Job Placement Coordinator

The placement coordinator's role is to select applicants who have the potential to fill the job order. Except in unusual circumstances, several referrals should be made for each position. This policy makes it clear to the student that the final responsibility for securing a position is his/hers. It also makes the coordinator less likely to be criticized for playing favorites.

Whenever a student is sent out to apply for a position, s/he should be given a referral card.

See Appendix F for a sample.

The card should contain the name of the person to be contacted, the company name, and directions for reaching the company. The card will also serve as an introduction to the employer, indicating that the bearer has been sent by the school placement office.

Field Work -- Job Development

An important aspect of the work of the placement coordinator takes place outside of school. His/her schedule must be flexible enough to permit this. Although no specific time limits can be given, the members of the committee were in agreement that approximately half of the coordinator's time should be spent in the field.

Field visits will provide job orders, and in some cases will encourage employers to utilize the service if they have not previously done so. The coordinator should plan field visits in cooperation with the work-experience coordinators in the schools. When talking with employers, placement coordinators should encourage them to participate in work-experience programs.

Field visits are essential for proper follow-up on placements. Although some follow-up can be done by telephone, it is much better to visit the employer in person, so that a direct observation of the worker is possible. This also shows the employee that the school is still interested in his/her success, and the employer that the school is concerned with making satisfactory referrals.

Close cooperation with the New Jersey State Employment Service is essential for efficient operation. The coordinator should also visit the offices of the New Jersey Rehabilitation Service, and become familiar with what they offer to handicapped workers. Occupational Training Centers and Sheltered Workshop programs should also be visited, as some students may eventually be referred to these facilities.

Attendance at meetings of local service clubs, professional groups, and employer groups provide important contacts and job leads. From such contacts the coordinator can also gather valuable information on the labor market, what employers are looking for in applicants, basic economic information, and much other worthwhile material that can be used in working with students and other staff members.

A complete record of all field visits should be kept.

State and Local School Reports

All placement coordinators should make periodic reports on their activities. Those working under state vocational education funds support will be required to complete state forms.

See Appendix G for monthly and annual report forms.

Others will need to devise their own forms to meet local requirements. As far as possible these should be similar to the state forms.

Annual reports in narrative form are useful in acquainting the administration, staff, and the community with the scope of activities. See Chapter IV for excerpts from two such reports.

Part II. Career Guidance Techniques

In addition to placement activities, the coordinator should be closely related to all phases of career guidance and career education. S/he must be an integral part of the educational team engaged in preparing students for their life work, helping students to understand themselves and the job market so that they can make their own career decisions, and finally providing the specific skills and assistance needed to secure full-time work.

The placement coordinator, to function adequately needs a strong background in using these tools and techniques associated with career development guidance:

1. Individual counseling.
2. Group guidance and group counseling.
3. Sources and uses of career information.
4. Understanding of and ability to interpret vocational tests and interest inventories.
5. Career development theory.
6. Techniques of curriculum planning and development.
7. Vocational training resources, both public and private.
8. Sources of employment and how to locate.
9. Personnel policies and employer needs.
10. Labor laws, both state and federal.

In addition to these specific areas of information and techniques, the coordinator needs both a practical and a theoretical knowledge and background of experience in economics, sociology, and psychology. This may sound like a big order, and it is. Few, if any, placement or vocational counselors have all the knowledge and skills needed to work in this very complicated field of human relations.

Every placement coordinator comes to this position with a different background of experience, and everyone must continue to learn and expand his or her knowledge and skills. This can be done in a variety of ways: through contacts with employers; attendance at professional meetings, including state meetings of placement coordinators, and meetings of other professional groups, such as the New Jersey Personnel and Guidance Association; through membership in professional organizations such as the American Vocational Association, American Personnel and Guidance Association and the National Vocational Guidance Association, a division of APGA, the NJPGA and its state divisions, and local or regional guidance groups; through continued professional reading, individual study, and through professional level courses, such as those offered in a counselor education program.

Both from the standpoint of what the placement coordinator can bring to the students and from the standpoint of one's own professional opportunity and advancement, the placement coordinator should work toward certification in the student personnel services field. If this is not a suitable goal in some situations, the coordinator should at least secure an adequate background by taking selected courses in the field, particularly those dealing with counseling techniques and career guidance. Procuring

the necessary background, then keeping up with new developments in this dynamic field, demands a lifetime of effort and learning. If a placement coordinator is not willing to make this investment, s/he is in the wrong field.

Career Counseling

Many of the important contributions made by the placement counselor will be through counseling. Through counseling, students can be helped in developing and reaching career objectives. They can be helped to understand their strengths and weaknesses. They can be helped to understand and use occupational information, and to understand the various factors which may affect their career development. They can be guided in learning how to make decisions.

Career counseling, like all kinds of counseling, can be done on an individual or small group basis. Each requires a different technique and involves an educational background in counseling, plus experience. Placement coordinators should take course work which will include both individual and group counseling techniques, as well as supervised counseling experience. In addition to knowing the techniques of counseling, the coordinator working in career counseling must have a broad understanding of careers and factors affecting career choice and development.

The coordinator must have a broad background of occupational information, including an understanding of sources of information, and how to use this information in counseling students. The coordinator will need to understand the uses and abuses of vocational tests and interest inventories and how to interpret the results in a meaningful way to students. S/he will need to understand the many factors which affect career choice

and development, and how these factors have been combined into several different theories of career development. S/he must have a clear understanding of the labor market, the techniques of securing a position, and how one succeeds in one's chosen career.

Placement coordinators must not be guilty of the criticism leveled at counselors in general by Robert Hoppock:

> . . . counseling operates almost ". . .exclusively in terms of subjective factors; interests, capacities, values" . . . there are comparatively few counselors who are equally well-trained to deal with the "reality considerations," who have the technical knowledge of occupations, and the professional skill to help the client to "work out a compromise between what he wants and the opportunities which are available to him."[1]

Much of the information mentioned above will be given to the students through individual contacts, at times during a formal counseling session, more frequently during brief contacts, such as when a student registers or is referred to a position. Group techniques will also be used to disseminate the materials. The placement coordinator should understand that s/he is only one person among many who will provide career development information and experiences. The coordinator should try to cooperate in this endeavor, rather than trying to monopolize it.

Group Counseling and Group Guidance

Group guidance has been one of the most important techniques since the early days of the guidance movement. More recently group counseling has taken its place as an important tool. Differences and similarities between these two approaches should be clear to the placement coordinator.

Group counseling will normally involve a counselor and not more than six to ten counselees. The counselees should all have similar concerns which can be dealt with in the counseling sessions. Group counseling involves the active participation and interaction of all members of the group. Each member of the group will assume the role of the counselor, as s/he tries to help others in the group develop greater insight and understanding of their mutual problems. The placement coordinator should become familiar with the special techniques of group counseling before undertaking this approach.

Group counseling in the career field might cover such areas as understanding career theory and the factors affecting career development, how to develop a satisfactory self-concept, how to make decisions, how to understand one's personality, how to develop attitudes and habits that will lead to success in employment.

Group guidance is more closely related to classroom teaching, from which it is developed. It involves presenting information to a group of students, ranging up to twenty five or thirty. This might involve the presentation of a special career unit to an English or social studies class, a formally organized career club, or an informal group meeting voluntarily for a one-session instructional unit on how to complete a resume. In addition to the presentation by the counselor, a true group guidance approach would involve participation on the part of the group members through discussion.

Because of scheduling difficulties in the average high school, units dealing with career orientation must often be given in regular classes. The placement coordinator and the school counselors should

cooperate with classroom teachers in preparing and presenting material of this kind. The placement coordinator should also work closely with the coordinator of cooperative work programs in developing career oriented units. Among the topics which might be offered would be those listed above, and others which might be more informational in nature, such as specific job requirements, entrance requirements for post-secondary education, or techniques of applying for a job, such as writing a letter or preparing an application form.

Both group guidance and group counseling should be among the techniques used by the placement coordinator, although more emphasis will probably be put on the former.

Occupational Information

The placement coordinator must be familiar with the labor market, both locally and nationally. S/he must know where to get occupational information, how to evaluate it, and how to use it with clients.

Generally when one thinks of occupational information, printed material comes to mind. While this is an important source, other resources must also be considered. Films, film strips, tapes, both audio and visual, are available in large numbers and varied quality. Much information can be gained from individuals working in a particular field. People like to talk about their jobs, so use them as a source of information, realizing that information from such sources will generally be more subjective than objective.

The first printed resource that the placement coordinator should be familiar with is the OCCUPATIONAL OUTLOOK HANDBOOK, published biannually by the U. S. Department of Labor. This provides the most up-to-date and accurate information on job requirements, plus the best information available

on current and future opportunities. Every placement coordinator who expects to do more than just refer students to available jobs, should have a copy of this publication available.

Another important government publication is the DICTIONARY OF OCCUPATIONAL TITLES. First published in 1939 as a tool for the federal-state employment service, the current edition was published in 1965, and a fourth edition is now in porcess. Volume I of the current edition contains 21,741 separate occupational definitions and job titles. Volume II provides a classification system for all occupations. Major occupational groups are indicated by the first of the six digit code number, with the second and third numbers indicating sub-divisions based on type of activity, service, or product. The final three code numbers show the level of complexity of the work function in terms of working with data, people, and things. The best way to become familiar with the value of the DOT, as it is commonly known, is to use it.

Placement coordinators should be familiar with the sources of published occupational material. There are several commercial publishers who specialize in career materials.

Many large companies, such as General Motors and Prudential Insurance, publish a variety of materials useful in this field. Material dealing with specific occupations should generally not be kept on file for more than five years after the date of publication.

It is generally desirable for the placement coordinator to work with the guidance department and the library in maintaining one adequate, up-to-date occupational information file. Where duplicate copies are available, they can be kept in the placement office. If there is a reception room, materials can be displayed there.

The coordinator should be familiar with films, film strips, dealing with finding a job, applying for work, and succeeding on a job. Materials of this type should be procured and used in cooperation with other members of the guidance staff. The County Career Education Coordinator in the office of the County Superintendent of Schools should be able to help in making available materials of this kind.

Individuals working in a particular occupation can often provide valuable information about the field. However, information from such sources must be evaluated in terms of its subjectivity. Placement coordinators should actively cultivate people in the community who can serve as resources. Frequently a student can be referred to such a person, or arrangements can be made for the student to spend a day or a week working with the person in order to learn about the occupation.

Telephone Career Conferences

The telephone conference is a valuable tool that can be adapted to provide career information. For a small cost a school system can purchase equipment from New Jersey Bell Telephone company which enables the class to carry on a telephone interview. Once the equipment is purchased, the only additional charge is the regular rate for a telephone call. Nationally known persons or knowledgeable local business or professional people could be interviewed in this manner by groups of students interested in career information. The Paterson Career Education Program has made extensive use of this device.

Computer/Data Retrieval System

The use of computer systems to provide career information is growing, and placement coordinators and others associated with career guidance should become acquainted with the values and limitations. If such a service is available in the coordinator's system, s/he should make use of it in dealing with students and should be able to help the students use the system. If a computer service is not available, the coordinator should become familiar with systems that are in use elsewhere, in order to be in a position to make recommendations for possible adoption.

A number of New Jersey schools are now tied into the Computer Assisted Career Information Service, coordinated by the Career Education Department, Asbury Park High School. Other schools are using commercial services, which provide career and educational information.[2]

To summarize this section, placement coordinators, if they are to be more than placement clerks responsible only for job referrals, must be familiar with the wide range of occupational materials available, and they must utilize this information and acquaint students with it. Since the coordinator will often have a better background in this field than many of the regular counselors, s/he should help them become more skillful. Placement coordinators should take at least one graduate course involving the use of occupational information. Every coordinator should visit and become familiar with the materials and services offered by the Occupational Research and Development Resource Center in Edison, operated by the New Jersey Department of Education, Division of Vocational Education.

Vocational Testing

The placement coordinator needs to understand the field of vocational testing so that s/he can help students better understand

themselves through the interpretation of test scores, and so that s/he can help students understand the use made of tests by employers. All placement coordinators should have at least one course in testing as part of their professional training.

Vocational tests can be placed into four categories: academic or general aptitude tests, which include IQ and College Board tests; tests purporting to measure specific aptitudes, such as the DAT Mechanical Reasoning; achievement tests, which measure knowledge or skills necessary for a particular field; and interest inventories, such as the Kuder Preference Record, Strong-Campbell Vocational Interest Inventory, and the Ohio Vocational Interest Survey (OVIS). Recently tests such as Crites' Career Maturity Inventory have been developed to measure the degree of career maturity of the students.

Testing is based on several assumptions. First, the test should be a carefully selected sample of whatever is being measured, which if repeated will give similar results. This is known as test reliability. Second, whatever is being measured is assumed to be related to success in a particular endeavor. This is called validity. Validity is especially difficult to establish. While a test score may have some relationship to success in a particular field, many other factors may also be involved. No ways to adequately measure motivation and character have yet been found.

Interest inventories are often helpful in encouraging students to begin thinking about various career choices, but care should be taken that students clearly understand that they are only indications, that interests are not directly related to aptitudes, and that interests change with new experiences and maturity.

Although tests and inventories are and probably will continue to be widely used, in recent years there has been a trend toward more skepticism about their value. An adequately constructed test, with good reliability and some validity, can indicate strengths and weaknesses in general areas, particularly if academic skills are involved, and in measuring certain specific skills or knowledge needed for a particular job, but tests should not be overrated. Students should be helped to understand that a high test score does not guarantee success, nor does a low score indicate certain failure. They should be helped to interpret test scores so that they can make better vocational decisions, and they should understand that many employers, colleges, and the military service make considerable use of tests for selection purposes.

As part of their preparation for entering the employment market, and as a tool for making vocational decisions, students should become familiar with tests by taking a variety of them in school, by having the scores carefully and correctly interpreted by the counseling staff, and by gaining an understanding of the use made of tests for selection purposes. In all of these endeavors the placement coordinator plays a part.

A quotation from a publication of the College Placement Council may be helpful in putting vocational testing into the proper perspective:

> Except for tests which measure your capacity to do academic work at the graduate level, aptitude tests probably won't tell you much about yourself that you do not already know. Besides, no one apittude test, or even a battery of tests, can give you a clear answer, much less make a decision for you.[3]

A final word to all those faced with the task of explaining the use of tests and interpreting the test scores: remember that while test scores may provide some helpful information to be used in vocational decisions, improperly understood and interpreted they can become limiting factors. Two

examples from the writer's experience may be helpful in explaining this point of view. The first day I began work as the Supervisor of Vocational Guidance and Placement at Davenport High School, a former student walked in and asked for the previous holder of the position. "I just wanted him to know that I recently graduated from Iowa University with a degree in electrical engineering. He told me that my test scores and grades indicated that I shouldn't go to college, but would be better off taking a job in a filling station. I wanted to tell him he was wrong." What a valuable experience that was for a new counselor.

And here is my favorite story illustrating the danger of passing judgment regarding future success based on grades and test scores. Mike scored in the bottom quarter on all his aptitude tests, and he graduated in the bottom quarter of his class. He managed to get into college, and after Navy service attended a major law school. He is now a partner in a prestigious New York City law firm. Should he have been told to forget about college and his unrealistic dream of being a lawyer?

Use tests as tools for promoting self-understanding and realistic decision making, but use them with caution and make your interpretations with humility.

Career Development Theory and Its Application

Another important area of concern for the placement coordinator is an understanding of the factors which affect career development, and a knowledge of how these factors are combined into various theories to help explain how career patterns develop for most people. Psychological, educational, physical, sociological, and economic factors all have an important bearing on career development. Chance or luck must also be recognized as a factor. Some of these factors and theories will be briefly reviewed.

The importance of decision making ability as an aspect of career choice and development has become increasingly clear to counselors. The ability to make sound decisions, based on the facts available, is a skill that can be developed through education and experience. If the counselor understands the theory of decision making, s/he will be more able to help students as they learn to make suitable decisions. Every counselor must realize that s/he does not make decisions for his/her students. The counselor's role is to help the students make their own decisions.

Frank Parsons, recognized as the father of vocational guidance, developed a simple theory, now known as the trait-factor theory. He felt that each individual possessed certain aptitudes, abilities, and interests, and that each job required a pattern of these same qualities. By matching the profile of the individual with the requirements of a job, satisfactory career placement could be accomplished. Although this theory dominated the field of vocational guidance for almost half a century, it was overly simplified, and neglected many factors involved in the choice and successful development of a career.

Among the theorists emphasizing the importance of the psychological factors, in addition to Frank Parsons, are Anne Roe, who stressed the importance of early experiences on one's psychological development and hence on one's career success; John Holland, who feels that personality is the most important factor in choosing a career; and Robert Hoppock, who writes that a career must meet certain basic needs, some of which are common to all, while other needs vary according to the individual. In working with students, the career counselor must help them understand their personalities, their aptitudes and abilities, their interests, and their basic needs and this knowledge must then be related to the choice of a career.

Eli Ginzberg, an economist and manpower specialist, worked out a more comprehensive career development theory beginning in 1951, and most recently revised in 1972, which emphasized the developmental approach. He felt that an individual will normally go through a series of stages ranging from the fantasy period of early childhood to the realisitc stage, when a final choice is made. Failure to progress through the usual stages of career development could result in a poor choice of career and possible limited success.

This approach has been expanded by Donald Super and others. Super has stressed the idea of the self-concept as being very important in career development. Experiences in school and early job experiences can be influential in developing this self-concept. All counselors should be aware of the importance of the self-concept and should try to provide students with experiences in school, in community activities, and in employment that will lead to a positive self-concept, with confidence built on self-understanding and success. Super also followed the developmental task concept, although he modified the stages suggested by Ginzberg.

The placement coordinator doing career counseling needs to understand the developmental and self-concept theories so that s/he can help students realize that they move toward vocationalization as they do toward socialization, through a series of experiences. The counselor who believes in this theory must work toward developing an environment that will provide the desirable experiences. This means that career education needs to start at an early age, that the curriculum should involve meaningful experiences, that success be experienced frequently and that work experience opportunities are available.

Sociological factors, such as family background, place of birth, race, and sex must be understood. Recent developments have brought much progress in the removal of sex and racial barriers as factors in career choice and success. However, students must still be made aware of the role played by these sociological factors.

The importance of education in terms of career success is recognized in practically all career development theories. Counselors have too long overemphasized the value of a college degree as the key to ultimate career success, but the importance of education cannot be overlooked. Students must be helped to understand how education will aid or limit their career choice. They must understand that different kinds of education and training are required by different careers. They must be familiar with the educational facilities available to them, whether they be high school graduates or drop-outs. And they must be helped to understand that the rapid changes in technology make increasingly necessary the concept that career education is a life-long process.

Through counseling, group guidance, course work, and experience, entrants into the world of work must develop an understanding of the role played by economics. A basic concept is the law of supply and demand. It is fine for young people to meet their psychological needs in terms of career selection, to fit their personalities to a career, to build on their aptitudes and abilities. However, if there is no demand for the chosen career they may not be able to fulfill the most basic needs by earning enough money to pay for food, shelter, and clothing. The current plight of highly trained astronomers and other specialists developed for the space age illustrates this point. Some will want to follow their individual needs and interests

with little regard for future opportunities, preferring to take a chance on finding a position in their chosen career. Others will want to choose a career for which there will apparently always be a demand. Of course, one can never be sure that the chosen career will not be phased out by unforseen developments in our rapidly changing world.

The effect of economic conditions on the job market must also be considered. The situation as this manual is being written certainly emphasizes this point. There may be a need for workers with particular skills or training, but if the economy is not working properly, there may be no jobs available. Students should be helped to realize the necessity of keeping their plans flexible to meet economic changes.

Vocational Training Resources

The placement coordinator must have an extensive knowledge of the vocational programs available, both in high school and at the post-secondary level. S/he should work closely with the vocational education staff and the coordinators of the work-study programs in his/her school. If such programs are not available in his/her own school, the placement coordinator should be aware of opportuntiies for enrolling in the county vocational school, or in other schools in the area offering vocational programs.

Through personal contacts and visits, the coordinator should be familiar with the offerings of the county colleges, private trade and vocational schools in the area, apprenticeship and local adult and manpower training programs. S/he should also be as familiar as possible with technical and vocational schools in other parts of the country that might be of interest to students. And finally, in terms of formal school opportuntiies, the coordinator should have knowledge of four-year colleges, their offerings and their requirements.

Another area of potential training is that offered by the military service. Placement coordinators should get acquainted with recruiters from the various branches to gain as clear a picture as possible of the many types of training offered.

Variations of the Cooperative Work Experience Programs

Work experience programs have long been recognized as excellent ways for students to gain information about careers through first hand experience. Placement coordinators should work closely with coordinators of the work programs, and should be aware of new developments and approaches. Many schools are now taking advantage of the State Board of Education ruling allowing credit for volunteer work in schools, social agencies, and public offices. Such programs offer an excellent way for students to gain valuable information about careers, and should be promoted by coordinators.

South Brunswick has developed an unusual program known as CIPED (Community Involvement Program in Educational Development), which allows all students in high school to spend one day per week gaining experiences outside of school. Four of the six programs currently operating involve direct career exploration. These include the Teacher Aide Program, Government Intern Program, Social Services Program, and Occupational Exploration Program. Each of these involve placement of the students for one day per week in situations which enable them to learn first-hand about selected occupations. The students receive no pay, but do get school credit.

An unusual approach to career experiences has been developed by the Executive High School Internships Program, 680 Fifth Avenue, New York City, funded by several foundation grants. The organization provides help

to local schools interested in organizing a program which enables juniors and seniors to take a one-semester sabbatical leave from regular studies to serve as special interns in government, civic and educational organizations, private non-profit agencies, and in cultural and mass communications operations. The program has been praised by Dr. Sidney Marland as supportive of the thrust towards career education.

Spring Valley, New York, in 1967 began a tutorial program, which has since developed into a community based learning experience program, including School Community Service and Career Apprenticeship Programs, both providing valuable career exploration opportunities. The former offers an unpaid work experience for students in grades 10-12, who work in public schools and in approximately twenty five community agencies. Students must complete at least 40 hours of work per semester to earn 1/2 unit of credit, and a maximum of three credits can be earned during three years of participation.

The Career Apprenticeship Program grew from the above. It is primarily for seniors, providing the opportunity to explore any kind of a career interest for which an adult mentor is available. Students must complete at least 50 hours of work to earn 1/2 credit. Students have explored a wide variety of careers including service-oriented occupations, managerial work, skilled trades, and the professions.

All of the programs describe here offer greater flexibility than the traditional work experience programs. Placement coordinators should be aware of the great potential they offer, and should help introduce them into more schools. Placements, to be valuable in terms of experience and social contribution, do not need to involve paid positions.

Educating the Students for the World of Work

Much of our secondary education has been notoriously weak in preparing students for the world of work. Career education with its goal of providing all students with salable skills for the job market is spreading rapidly. However, educating students in self-understanding, in how to make career decisions, in how to locate sources of employment, in how to apply for a position, and in developing attitudes and habits that will lead to career success -- all of these important aspects of career education are generally curricular orphans. That is, no subject area, except possibly the business department or some other vocationally oriented departments, takes the responsibility for providing an education in these areas.

The placement coordinator, because of his/her special skills, should take the lead in making sure that this kind of career material is made available to all students. This will involve curriculum changes, the development of new units for established courses, and the development of new courses. It will involve group guidance approaches through such activities as special interest groups, career clubs, or organized guidance units offered by the placement coordinator or other qualified staff. This type of material will also be presented individually through counseling contacts.

Development of Good Work Habits and Attitudes

Surveys have regularly shown that people most frequently lose their jobs because of poor work habits and attitudes, rather than because they lacked the specific skills for the work. Placement coordinators should join with counselors and teachers in providing the needed education in this area. Some of this can be done through special units in regular classes. In some situations group guidance sessions can be scheduled. The increased use

of modular scheduling and mini-courses should provide more opportunities for offering units in this area. Small group counseling provides another valuable approach. Although time-consuming, the coordinator will also want to deal with the proper development of attitudes and work habits in individual counseling sessions.

Finding a Position

Although the placement coordinator's first responsibility is making placements, s/he should make it clear to all applicants that most jobs are found through other sources. Most people find work through personal contacts, such as friends or relatives. A direct application, either personally or by mail, is another good way of locating a position. Telephone applications should be discouraged.

Want ads should be pointed out as another source of employment leads, and some instruction should be provided in how to utilize the want ads, and to prepare "Situation Wanted" ads.

Students should be aware of the services offered by the State Employment Service. The placement coordinator should make a personal contact with the manager of the local office of this state agency, and should encourage students to become acquainted with the facilities. Students should also be made aware of the private agencies, making placements for a fee, collected either from the applicant or the employer.

Every placement coordinator should collect materials dealing with how to locate a position, and should develop materials particularly applicable to the local situation.

Applying for a Position -- The Application Blank

Most employers require the completion of an application form before the applicant is interviewed. Some applications are quite simple,

others complicated and lengthy. Students need training in filling out application forms before they begin their job search.

The placement coordinator might prepare a booklet on techniques of getting a job, which would include a section on completing an application blank. Pamphlets on the subject prepared by various companies are also available. Some companies will provide sample application forms, or the coordinator can make up forms, using them to give the students practice in how to complete them properly. The placement coordinator knows through experience how important the application form is in providing the first impression to the employer. S/he knows that neatness, completeness, accuracy, and ability to follow directions are important. However, students must be taught these things. When possible, group methods should be used to save time, but individual instruction will also be important.

The Letter of Application

Although many job applications do not require a letter, some situations will, and all students should be given training in this phase of the job application. The letter of application, perhaps in conjunction with a resume, and the application blank, become tools with which the employer selects candidates for further consideration. The letter must be considered a selling device, and constructed accordingly. It must meet acceptable standards of neatness, style, and grammar.

The English class seems the logical place for students to gain the needed skills in writing letters of application, but frequently this topic is not included in the English course. The placement coordinator, when possible, should work with the English department in developing such a unit. S/he should also have materials which can be used with students on a group or individual basis to teach this important skill. Most

booklets dealing with how to get a job will include a section on letter writing and preparation of a resume.

See Appendix E for sample letter.

The Job Resume

The job resume is an important tool to be used in securing a position. It can be prepared in advance to leave with the prospective employer at the time an application is made, or it can be included with a letter of application. There are many different ideas as to the most satisfactory type of resume to use, some favoring the standardized, simplified approach -- others a more creative, personalized effort. The type of job for which one is applying will have considerable bearing on the most suitable type of resume, as will the background of the person preparing the resume.

A standard resume should include the following sections:

Personal Background:

Name, address, telephone number, Social Security number.

Age, health, physical stature (if this has a bearing on the position).

Marital status.

Educational Background:

List briefly high school and post-secondary education, including dates.

Activities:

In School; in the community.

Work Experience:

Include employer's name, company name, address, type of work done.

Include dates of employment, usually listing last job first.

Reason for leaving.

When one has limited work experinece, include part-time employment and volunteer work.

References:

If you use references, get their permission first.

Include full name, title, address, telephone number.

Generally one does not include relatives as references.

Instruction in the preparation of resumes should be given all students. Again, the English class seems the logical place for this, but the placement coordinator will frequently have to encourage English teachers to add this topic to their course outline. In many cases, if the coordinator does not provide instruction in preparing a resume no one will.

See Appendix E for a sample resume.

The Job Interview

Prior to hiring an individual, most employers will require an interview. Some interviews will be informal, handled by the employer or the person who will be the new employee's immediate supervisor. Some will be more formal, conducted by a trained employment interviewer. In either case the applicant should understand the purpose of the interview, and how to participate in a satisfactory interview.

The employer uses the interview as a means of securing the necessary information about the applicant to decide if the person will be satisfactory. Although there are other sources of information on which the applicant is judged, the interview will normally provide information on which the following decisions will be made:

1. Does the applicant have suitable knowledge and skills for the position?

2. Does the applicant have a suitable personality and appearance?

3. Does the applicant appear to be motivated? Does s/he really want this position?

4. What are the applicant's short and long-term goals?

5. What is the applicant's potential for development beyond an entrance-level position?

The applicant should realize that the interview is generally the most important selection device. Successful employment interviewing requires training and practice. It involves skills that can be learned, and these skills will frequently be provided by the placement coordinator, on either an individual or a group basis.

Among the methods and tools used for providing instruction in interviewing are counseling, the lecture-discussion method, role playing, printed materials, films, film strips, and tape recordings. Some of these tools are available on the commercial market, others can be developed by the placement coordinator.

See Appendix H for Pocket Check List for Job Interview.

Here are some suggested techniques for successful job interviewing with which the coordinator will want to familiarize students:

1. Prepare for the interview in advance.
    a. Know what type of work you want.
    b. Know your strengths and weaknesses.
    c. Have specific information on your background, such as dates and places of past employment, activities, and educational background.
    d. Know something about the company where you are applying.

2. Do not have anyone go with you for the interview.
3. Arrive a few minutes before your scheduled appointment.
4. Dress properly. Today employer standards are more liberal, but the applicant should realize that many employers have conservative standards and still prefer well-groomed hair, clothes that are not too flashy, minimum use of make-up, and above all clean and neat clothing.
5. Don't smoke or chew gum during the interview.
6. Approach the interview as an opportunity to sell yourself.
7. Use good English and speak distinctly.
8. Answer questions as completely as possible.
9. Volunteer information that you feel will help your chances of securing a position.
10. Ask questions about the job, but don't start with salary and vacations.
11. Don't criticize others, your school, your teachers, your past employers.
12. Recognize when the interview is over, thank the employer, and leave.
13. A follow-up note or telephone call after a few days will help to show the employer your interest.

In teaching students how to conduct a job interview, the coordinator will want to deal with some specific situations which might arise, such as the following: When the interviewer asks, "What kind of work do you want?" the applicant should never say, "I'll take anything," or "I'll try anything." An answer of this kind is usually interpreted to mean the applicant has no specific skills, or does not know his/her interest and

abilities. If the employer asks what salary is expected, a safe answer is, "Whatever you usually pay for work of this kind," or "What is your usual beginning salary?" Naming a specific figure may price one out of the market, or put the demand below what the employer expected to pay.

Role playing provides the opportunity to cover many problems like these, which will be faced by the job applicant. Since the ability to handle an interview generally improves with practice, in addition to role playing, students should be advised to try their interviewing skills on a job which may be a second or third choice, saving the first preference until they have gained some experience in interviewing.

Labor Laws

The placement coordinator will need to be thoroughly familiar with the state and national labor laws affecting employment, and will want to help students understand the most important of these laws.

Child Labor Laws. Since most students will be covered by these laws, they should be familiar with the provisions. They should also be instructed in how to procure Working Papers, which are required for workers under 18. It is often desirable and convenient to have Working Papers issued in the office of the placement coordinator.

Wage and Hour Laws. There are both state and federal laws governing minimum wages, and payment for overtime. Students should understand when the minimum rates apply, and under what conditions they are eligible for overtime.

Social Security. Students should know that they will need a Social Security number before they begin looking for work, how to get their number, what to do in case it is lost, and when to carry it. They should

also understand the benefits payable under Social Security, and the deductions which will be taken from their pay checks to pay for these benefits.

Unemployment Insurance. Most workers in New Jersey who are employed on a full-time basis will become eligible for unemployment compensation if laid off. The provisions of the law are quite complicated, and the rates vary, so coordinators will need to check the latest materials available.

Workmen's Compensation. All prospective employees should be aware of the type of protection they will have against accidents occuring on the job.

Miscellaneous Labor Laws. Various laws deal with working conditions, union membership, and other aspects of employment. The placement coordinator should provide information on any pertinent laws of this nature.

Materials dealing with labor laws should be available in the coordinator's office. Some pamphlets on laws of major importance might be included in the Job Applicant's Packet, described above.

Summary

In this chapter we have tried to cover the major duties of the placement coordinator. The first responsibility is to facilitate the placement of students, drop-outs, and graduates in both part-time and full-time positions. This activity will involve working directly with students and employers.

In addition to placement duties, the coordinator should be closely related to the entire program of career education and guidance. S/he should be involved both directly and indirectly through others with helping students in career planning. The background and experience of the coordinator should add reality to career counseling. In the role of career counselor, the coordinator must be familiar with the techniques of

counseling, the theories of career development, and such tools as testing and informational services. S/he must have a knowledge of post-high school educational resources, and must understand the realities of the labor market and the economic system.

Notes

1. Robert Hoppock. OCCUPATIONAL INFORMATION. 1967. pp. 107-8.

2. Law, Gordon Jr. "Computerized Career Information." New Jersey Bureau of Occupational Research Development. Edison, 1972.

3. "Are You an Occupational Ignoramus?" College Placement Council, 1971 p. 2.

CHAPTER IV

EXPERIENCES FROM THE FIELD

In this chapter we will attempt to show the wide variety of activities carried on by placement coordinators by presenting extensive excerpts from two annual reports.

Placement Activities in East Orange High School

The following material taken from an annual report on activities of Joseph Rinaldi, Placement Coordinator, East Orange High School, illustrates both the philosophy of the program and the range of activities carried out during a one year period.

Introduction

> How much do young people need help in determining vocational direction and securing employment? Of course the question asked is "Where can they obtain this aid?" The most logical and important source of placement help would seem to be the school with its intimate knowledge of the student and his aims and goals.
>
> The well-planned career placement service represents an essential function of the total career development program of a school. The role of career placement as a function in school has been discussed a great deal in recent years. Ironically, the counselors lack adequate background in vocational counseling techniques, and it is apparent that greater consideration should be given to the vocational counseling techniques, and ... to the vocational careers of youth.
>
> ...A Concern, given top priority by the Career Office is that the East Orange High School individual is provided with a series of sequential, comprehensive, planned, career development activities aimed at broadening relationships between the student, the school, and the employing community. This results in greater student growth and effectiveness in the use of his individual resources. The Part-time career experience is provided to

contribute to wiser, more meaningful decisions regarding vocational programs and continuing decisions.

Advisory Council

Worked with the following: business, industry, labor, community representatives, community agencies, vocational coordinators, counselors, teachers, club advisors, curriculum director.

Career Awareness and Enrichment

Contacted and worked with guest speakers in all vocational and career areas...essential to all our students going into the labor market.

The guest speakers made the students aware of what the career called for and in what areas the student could become involved in the future for their life's choice...

Career Exploration Clubs Organized

Organized with the Boy Scouts of America twenty-three Exploring Careers groups. Eighty nine students are affiliated with twenty-three careers.

Career Skill Programs

Cooperated with the following in programs which involved 64 students: Prudential Insurance, Mutual Insurance, Blue Cross, Business-Industrial Cooperative Council, National Alliance of Business, Newark Manpower Skill Center, Job Corps, Youth Opportunity Center.

Career Seminars

Career seminars in specific educational areas were brought to East Orange High School.

1. Engineering Construction (8 day seminar)
2. Computer and Electronic Seminar (1 day)
3. Interview and Orientation Seminar (30 days)
4. Career Awareness and Enrichment Seminar (held throughout year)
5. Scholarship Career Seminar (12 days)
6. Scholarship Vocational Seminar (11 days)
7. Career Week Seminar (1 week)
8. Visitation Seminar (25 days)
9. Job Orientation Seminar with Personnel Director (6 days)
10. Electronic Seminar (2 days)

Chamber of Commerce

Spoke with chamber members privately and at public meetings for career openings. Informed them of our need and asked for help in meeting this need.

Community Agencies

Established communication with Rehabilitation Commission, Employment Service, Community Action Program, Neighborhood Youth Corp, Probation Bureau, Children's Welfare, and Chamber of Commerce.

The personnel and the career coordinator have organized together in order that we could work for the purpose of helping our students who needed assistance.

Coordinated Programs with Colleges and Schools

Coordinated...Colleges, Technical, Vocational, and Business Schools...for our students to visit in groups and for the personnel from the above institutions to visit East Orange High School.

Cooperated with Employers

Maintained good relations and communications with employers. Talked over procedures and guidelines of school relations (involving) employment of our students, labor laws, and job requests. Referred only students interested in particular job openings, encouraged employers to make placement program and curriculum recommendations. (Statistical report showed a total of 671 visits to business and industry).

Cooperated with Teachers, Counselors, Scheduler, and Administration

A good career placement service office is only as good as its work with the school personnel.

1. Set up vocational development program with teachers and administration in the classrooms.
2. Cooperated with counselors.
3. Cooperated with vocational coordinators.
4. Encouraged teachers, counselors, and administration on talks with business and industry.

Education Career Week and Days

Two hundred fifty eight guest speakers were invited to speak in classrooms as per the students' interest in their specific careers...

Essex County Health Careers Planning Committee

1. Elected chairman of Counselor's Conference for the state of New Jersey.
2. Elected Program Chairman for the planning of the two day student conference on Health Careers.

Host hospitals for the conference were East Orange General, VA Hospital, Saint Mary's, Orange Memorial, St. Barnabas.

Interviews for Jobs, Careers, and Semi-Professional Skills

Arrangements were made throughout the year for industry, business and institutions to visit and discuss employment with our students, individually and in groups. The same appointments were made for our students to visit the employment personnel (in these organizations).

Labor Department

Kept abreast of all laws, changes, and exceptions for employment...

Occupational Information Was Organized

Collected materials and sponsored career oriented activities.

1. Made up-to-date student materials easily accessible.
2. A wide range of vocational and occupational materials including related labor law information up-dated.

Publicized the Career Office of East Orange School System

I have presented the career office to the public by:

1. Speaking at clubs, business and industrial organizations.
2. By newspaper articles
3. Pamphlets
4. Communicated with school personnel

Referral Follow-up to the Employer

Organized the collection and use of career placement information, so that effective feedback into the curriculum may be implemented.

1. Verified placement.
2. Followed up each employment.
3. Followed up students not employed.
4. Communicated with employer to discover on the job development of each student.

Scholarship Program

(This section included information on seven different programs involving 37 students).

Skill Enrichment Programs for School Year

(This section included information on 11 different programs sponsored by industry to improve employment skills of students).

Speakers' Bureau

Set up Speakers' Bureau and prepared materials.

(Booklets prepared)
1. Field Trips (teachers' guide)
2. Suggested Guide for Community Speakers
3. Teachers' Guide to the Effective Use of Community Speakers
4. Field Trip Guide for Hosts
5. Speakers' Orientation Message
6. So You Want a Job

Surveyed Local Occupational Opportunities

I have made personal contacts with employers and training establishments.

1. Coordinated activities with vocational instructors and coordinators.
2. Maintained records of placement of students and employers.
3. Maintained up-to-date directory of jobs -- both full and part-time.
4. Developed leads for employment.
5. Developed leads for Training Stations.
6. Surveyed vocational training opportunities, such as:
   a. apprenticeships
   b. manpower training center
   c. community colleges
   d. business schools
   e. trade schools
   f. adult education programs
   g. Made personal visits to employers for employment needs, curriculum change in helping our students and administration with curriculum changes.
   h. Worked and cooperated with local State Employment Office for employer contacts.

Testing Program

The following vocational and career tests were brought into East Orange High School by the career office:

1. Armed Services Vocational Aptitude Battery
2. Career Interest Survey (Boy Scouts of America - Explorer Program).
3. Self Interview Check List -- Vocational and Career Opportunities (By the Business Industrial Cooperating Council).

Training Programs

(This section covered training programs arranged with General Motors Training Institute, Ford Northeast Institute, N. J. Tooling and Machining Institute, Newark Carpentry and Roofer Training. Also a police training program, involving both local police cadets and N.J. State Trooper cadet work and summer camp training, a Bakers' Union program, a Bricklayers' Union program, a drafting program, a lithographer and printing program with Speed Graphics Corporation, and a typing program with Bell Laboratories and Esso Research. At the time the report was written plans were underway for a training program in food services to be held in the summer by ARA Food Services, Inc., and a math and computer programming course sponsored by Esso Research.

Placement Activities at Lakewood High School

One of the most extensive programs of career placement is operated at Lakewood High School by Robert Kirschner. In an introductory comment on his work, Kirschner makes it clear that he looks upon the work of the placement coordinator as much broader than just helping students get jobs. He considers his work as a dual-role activity, listing the following activities in parallel columns to emphasize this double-barreled approach.

Job Placement	Career Counseling
Develop jobs	Counsel with students on career planning
Place students	Provide guest speakers on careers
Review job sites	Organize annual Career Fair
Answer labor law questions	Sponsor Health Career van
Supervise issuance of working papers	Supervise computer terminal
Hold interview sessions with students prior to job referral	Work with media lab to provide career materials
	Help with curriculum development to provide more emphasis on career education.

The following material is taken from the 1973-74 report of the Office of Student Placement/Career Counseling, Robert Kirschner, Coordinator, Lakewood High School. The material clearly shows the scope and philosophy of the program.

Introduction

Lakewood High School's Office of Student Employment/Career Counseling, a facet of the district's Career Education Program, is located in the high school guidance department and services all students and graduates who seek its aid and advice. The office...is entering its sixth successful year of helping students and graduates with a wide range of services directed toward making the transition from the world of school to the world of work a smooth and rewarding experience.

Services for All Students

Over the past years more than 1000 students have been placed in work situations lasting from several hours to over five years in duration. Thousands more, representing every segment of the L.H.S. student body, have attended the many in-school activities and conferences arranged to help students learn about the world of employment and careers.

This Year's Activities

The Office of Student Employment/Career Counseling has, during the past year, continued to develop an ever expanding list of employers; counseled and guided students and graduates concerning the many areas of the world of work; arranged field trips and visits to schools and businesses; assisted counselors with career information; met with representatives of business and industry; set up interviews for graduating students; aided teachers with guest speakers; prepared proposals for anticipated programs; held individual and group vocational/career guidance sessions and acted as a resource center for teachers introducing career information to their classes.

Computer Terminal

The Office of Student Employment/Career Counseling recently acquired an N.C.R. 260 Computer Terminal. The terminal, which is tied to a computer based in Asbury Park (High School), will now enable the Office to increase its range of services as well as provide students and faculty with useful information as may be required throughout the school year. The computer will be able to provide career information about L.H.S. students presently programmed into its data bank, generate information about local industries, agencies and resource persons; supply lists concerning software available at the local, county, and state levels, produce printouts containing 2 and 4

college data, scholarship profiles, and vocational, technology, and career school information.

Operative Objectives

The Office of Student Employment/Career Counseling functions under guidelines derived from the three descriptive statements listed below.

A. Place Lakewood High School students and graduates in full-time, part-time, and vocation employment.

B. Counsel students and graduates concerning the world of work and career exploration.

C. Conduct career exploration activities so that students will be able to make better career choices based on wider frames of reference.

...The publication of this report brings to an end the busiest year the Placement Office has enjoyed during its six year history.

The Office stands ready to help any and all students of L.H.S. Anyone with constructive ideas or suggestions should feel free to contact the Office at any time.

CHAPTER V

EVALUATION AND ACCOUNTABILITY

The cult of efficiency is currently grasping at all educational policies and programs, threatening to drag them down or lift them to new heights of achievement, depending on one's point of view. The systems approach, or management by objectives, is offered as the proper way to run an educational program. The systems approach is designed to lead toward accountability. Accountability in turn depends on evaluation.

Like many educational programs, the field of vocational placement and advisement activities does not lend itself easily to evaluation. Some aspects can be reduced to bare statistics, such as the number of students placed in full-time positions during a specific period, or the number applying for part-time work. Even with such statistics, one runs into the difficulty of defining acceptable standards. Should a school system be satisfied with two full-time placements during the month of January, or would ten be the minimum acceptable standard? Obviously, many factors must be considered, and even when all the variables are spelled out, it will be impossible to set objective standards of performance until we have had much more experience with these activities.

Many of the recommended activities of the placement coordinator cannot be measured statistically in any kind of meaningful terms. For example, the coordinator is supposed to provide help with long-term career planning in a variety of ways. For how many students should s/he be expected to provide individual counseling? How many special group guidance units should the coordinator supervise?

Nor can one adequately measure the results of such long-term planning. Will students who have been exposed to the various counseling activities show any benefits? Will they choose careers more wisely? Who is to judge a wise choice of a career? Will they show a greater measure of success in their chosen careers? Who is to judge what success means to an individual? How long a period must elapse before one tries to make a judgment on career success?

Did individuals who had an opportunity to gain skills in applying for work, either through individual or group approaches, show a better employment record? Were they unemployed for shorter periods of time, and if so, was their instruction in how to find a position and succeed in that position a factor?

Despite these difficulties, a program should not be proposed without following the systems approach, at least to some extent. First, the general and specific objectives the program is designed to attain should be listed. Second, the activities which will lead to these objectives must be planned and put into operation. Third, the results must be evaluated as clearly as possible, comparing these results with the objectives.

The objectives for a placement program should be developed by the placement coordinator working with the administrative staff and the advisory council. Chapter II includes a general set of objectives. We are now ready to propose a more specific list. These should be modified and expanded as necessary to meet the needs of the specific school situation. Objectives should be continually modified to meet changing conditions and new information. The degree of realization of these objectives should be continually evaluated through statistical means; feedback from students, employers, parents, school staff; observation by placement counselor and advisory committee.

A List of Suggested Specific Objectives

General Organization, Planning, and Operation:

1. The placement counselor will have sufficient time to accomplish the objectives of the program.

2. The placement counselor will have sufficient background and training to successfully carry out the program.

3. The placement program will involve an advisory committee representing students, school staff, and the community.

4. A community survey will be made to point out opportunities for placement, both full and part-time, and to provide knowledge of employer needs in terms of skills and attitudes of employees.

5. The placement coordinator will make a survey of student needs and continually monitor student feedback.

6. The placement coordinator will have an adequate office and sufficient clerical help.

7. The program will be adequately publicized in both the school and the community.

8. Services of the placement office will be available to all students at the secondary level.

9. The placement coordinator will cooperate with other counselors and school staff, including work experience coordinators.

10. The placement coordinator will cooperate with other community agencies, such as the State Employment Service and the Rehabilitation Commission.

Specific Objectives for Placement Activities:

1. Assistance will be available for all present students, graduates, and drop-outs seeking full or part-time employment.

2. All students, graduates, and drop-outs will be aware of the service and eligible to register.

3. All employer orders will be filled, or reasons provided for the failure to fill them.

4. Adequate records will be kept as a source of evaluation and future aid in developing the program.

Career Education and Guidance Objectives -- To be Accomplished in Cooperation with Other Staff Members:

1. All students, both college and non-college bound, will be given the opportunity to gain the necessary knowledge and techniques for seeking work. This information will also be available to graduates and drop-outs.

2. All students will be helped through both individual and group contacts to develop the necessary skills and attitudes for successful employment. This help will also be available to graduates and drop-outs.

3. All students will be given assistance in career planning and in understanding the factors that will affect their choice of and success in a career. This help will also be available to graduates and drop-outs.

4. All students, graduates, and drop-outs will be provided with information regarding opportunities for post-secondary education.

Statistical Evaluation

Some of the above objectives can be evaluated statistically, although no standards of achievement have been established. The placement coordinator should keep an activity log, so that his/her use of time can be evaluated. However, a preconceived standard of how the time should be used could prove detrimental to creative work.

The number of students registering for help in placement and the number placed in comparison with the total size of the student body and size of each class should be used as one means of evaluation.

The number of orders received and the number of jobs filled provide another important set of statistics. Placement coordinators often like to refer to wages earned by students placed on jobs as a guide to the value of the program. This may have some meaning, but often is misleading and economically unsound.

The number of contacts the placement coordinator has with students involving more than simply taking a registration for job placement should provide some measure of activity. Both group and individual contacts should be considered.

Participation of the coordinator in school-wide activities involving career education and career guidance should be evaluated. This might include such activities as organizing and teaching, on an individual or team basis, a class in occupational information; organizing a special unit on how to apply for a job; or developing a series of field trips to local businesses and industries.

The specific situation, as well as general conditions, must be considered when using statistics to evaluate a program. For example, a smaller percentage of students will likely be placed in permanent positions if the percentage of graduates attending college is high. Or the number of placements made in a period of recession such as has hit New Jersey as this manual is being prepared, will be less than in periods of economic growth. Yet the most valuable work of a placement coordinator may take place in a period when work is hard to get. Students may be more open to suggestions about good work habits, proper attitude, and the need for

specific skills, even though the number of placements actually made may be very low.

Summary

The importance of the placement service as a source of evaluation for at least the career education component of the curriculum is stressed in the following quotations from the manual, "Placement, Accountability, Communication, Coordination," by R. A. Wasil, Job Placement Department, Akron, Ohio, Public Schools:

> No other major industry in our nation today can afford to turn out a product year after year and not determine its success on the open market...in education we could and should evaluate our products and modify the curriculum accordingly. Placement and follow-up services can provide feedback which can be used to evaluate our services.
>
> Dr. Martin Essex, Ohio's State Superintendent of Education, stated that, "Job Placement Services can be seen as a possible function of the schools, and one which would indicate whether the schools have marketable potentials. With placement services of this type, schools can get immediate feedback on their level of success and can make adjustments in curriculum or guidance services accordingly."
>
> If we are looking for an accountability procedure which is definitive and relevant in its scope and application, we should look at school placement services.

Accountability should be a goal, not a god controlling all educational activities. Educators should realize that all worthwhile activities and the outcomes of these activities do not lend themselves to evaluation and accountability. Establish your program objectives carefully, plan and carry out your activities to the best of your ability, evaluate the results as completely and carefully as possible. Do not let the absence of adequate evaluation and complete accountability destroy your enthusiasm and creativity, nor the school and community support which the placement program must have.

APPENDICES

A. SAMPLE JOB DESCRIPTION

B. SAMPLE STUDENT REGISTRATION FORMS

C. EMPLOYER PROSPECT FILE FORM

D. SAMPLE JOB ORDER FORMS

E. EMPLOYMENT INFORMATION KIT SAMPLE MATERIALS

F. SAMPLE STUDENT REFERRAL FORMS

G. MONTHLY AND ANNUAL REPORT FORMS

H. POCKET CHECK LIST

APPENDIX A: SAMPLE JOB DESCRIPTION

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

SAMPLE JOB DESCRIPTION

Job Placement Coordinator (full-time – 12 months)
Reports and is accountable to Career Development Project Director.

DUTIES:

1. Primary responsibility is the provision of placement and career counseling services for non-goal oriented secondary students.

2. Plans, establishes and maintains records of a work schedule which includes:
   - student interviews
   - visits to business/industry sites for job development

3. Coordinates placement activities with Career Resource Center staff, instructional personnel and guidance specialists.

4. Collects, maintains and programs student access to career information resources.

5. Maintains accurate data bank of job opportunities for all levels of ability and interests including handicapped and special needs persons.

6. Maintains record of placement including student and employer comments relative to the job experience.

7. Conducts and disseminates findings of follow-up survey of persons placed.

8. Participates in local district curriculum development.

9. Participates in self and third party evaluations.

10. Prepares and submits reports required for local, State and Federal purposes.

11. Conducts labor market surveys, collects data, prepares directories, catalogues and distributes listings of available materials, services, and resources.

12. Contributes pertinent materials for use via various local media (radio, TV, newspapers, school paper, etc.)

13. Uses multi-media for variety of presentations to school, home and community groups.

14. Maintains communication with public employment agency personnel.

QUALIFICATIONS:

Professional Preparation – Bachelor's Degree or equivalent (preferred background in Job Placement and related personnel services)

Experience – MINIMUM – 3 years satisfactory teaching, counseling or personnel work including demonstrated initiative, ability in human relations, basic management techniques and serving needs of students.

Certification – New Jersey standard teaching certificate and course work leading to counselor certification.

GENERAL – Through a combination of preparation and performance has developed a functional knowledge of learning theory, career development concepts and the world of work. Communicates effectively through oral and written expression.

Secretary Personnel and Material Requirements:

Personnel – one secretary – minimum half time
Material – desk and chair – Job Placement Coordinator

secretary

(Work station environment should be conducive of privacy for counseling activities)
filing facilities
typewriter
telephone
office supplies and postage
access to photocopy process
travel budget
career information materials
standard utilities (heat, light, climate control)

APPENDIX B: SAMPLE STUDENT REGISTRATION FORMS

STUDENT REGISTRATION FORM – I

Lakewood High School
Guidance Department
Office of Placement Services

APPLICATION FOR EMPLOYMENT

1. Name _____ Age _____ Sex _____
   Last First Middle
2. Social Security No. _____ Date of Birth _____ Counselor _____
3. Address _____ Town _____ Telephone _____
4. (Circle) Grade – 9 10 11 12 Homeroom _____ Height _____ Weight _____
5. Father's Occupation _____ Employer _____
6. Mother's Occupation _____ Employer _____
7. (Circle) Job needs– Full Part-time Temp. Vocation (Circle) Conference Desired– Now Later
8. (Circle) Job–When needed – Now Later Summer Other (Circle) Now Working – Yes No (Where)
9. (Circle) Assets – Bike Driver's License Car Truck Tools Other
10. (Circle) Sports Played– Fall Winter Spring Summer Hobbies
11. (Circle) Attendance– Ex. Avg. Fair Poor (Circle) Grades– Ex. Avg. Fair Poor

EDUCATION

12.	Name of School and City	No. of Yrs. Attended	Grad. Year	Type of Course	Degree of Diploma
13. Grade School					
14. High School					

15. Future Plans or Career Choices, if any _____
16. Number living at home _____ (Circle) On Welfare – Yes No
17. Comments: _____
18. _____
19. _____

OVER

1. FORMER EMPLOYERS (List Below Last Four Employers – Starting With Last One First)

2. Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
3. FROM TO				
4. FROM TO				
5. FROM TO				
6. FROM TO				

7.	REFERENCES:		
8.	1 Teacher		
9.	2 Teachers		
10.	3 Others		
11.	4 Others		

12. PHYSICAL RECORD: List any physical defects

13. Were you ever injured? Give details

14. Have you any defects in hearing? In vision? In speech?

15. In case of Emergency Notify:
Name Address Phone Number

SCHEDULE

PER	SUBJECT	TEACHER		CRED.

REMARKS

Name (last, first – print)	Date of Birth	(In Pencil) Home Room No. _____ Which Study Periods: M_____ T_____ W_____ Th_____ F_____ Lunch period _____ 7th period room No. _____	Date (pencil)
Address	Age		

Telephone No. (Home) (other)	Height (pencil)	Weight (pencil)	Health is: (✓) Good___ Fair___ Poor_____	Grade (pencil)	Curriculum (major)

Father's Occupation: Where Employed	No. in family: Ages of sisters _____ of brothers _____

Type of work you desire: (list in order of preference) 1. _____ 2. _____ 3. _____ 4. _____	List all work experience you have had, if any (latest first): Employer / Kind of job / Rate of Pay / Date Started / Date Left 1. _____ 2. _____ 3. _____ (Others)_____

Hobbies: (list in order of preference) 1. _____ 2. _____ 3. _____ 4 _____	Do you have a Driver's License? _____ Have you a car available? _____ Do you have a bicycle? _____ Have you had Working Papers? _____ Social Security No. _____	Do not fill in: Per Ap.

When can you work? (check in pencil):

After School _____ Evenings _____ Sat._____

Sunday _____ Vacations_____

STUDENT REGISTRATION FORM – II (Reverse)

1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5

ACTION

Ref. By	Date	Employer and Address	Type of Work	E		NE		DL	Reason or Remarks

APPENDIX C: EMPLOYER PROSPECT FILE FORM

EMPLOYER PROSPECT FILE

Company Name _____ Address _____

Name/Title of Contact Person _____ Telephone Number _____

Type of Business/Industry – Products/Services _____ Approximate Number Employed _____

Employment Needs – Hires Beginners Yes _____ No _____

In Following Jobs _____

_____

Placed Order (See Order File) _____ May Place Order Later _____

Not Interested in Services _____

Comments (Include information on ways in which the company or its personnel might help the school).

_____

_____

_____

Dates Visited _____ _____ _____ _____ _____ _____

APPENDIX D: SAMPLE JOB ORDER FORMS

JOB ORDER CARDS – I

EMPLOYER INFORMATION – EMPLOYMENT OPPORTUNITIES

Male _____ Female _____ Full Time _____ Part Time _____ Date _____

Name of firm _____ Contact _____

Address _____

Phone _____ Job Task _____

Hours _____ Skills needed or specifics 1. _____ 3. _____

Wage _____ 2. _____ 4. _____

Students selected for job interview

1. _____

2. _____

3. _____

Student(s) placed on the job

1. _____

2. _____

3. _____

Comments _____

_____

_____

9/74 Signed _____

JOB ORDER CARDS – 2, 3

Job Information Part-Time

Employer's Name: _____ Occupational Title: _____

Address: _____ Requirements: _____

City: _____ State: _____ Zip Code: _____

Telephone Number: _____ Contact: _____

Employee's job title & description: _____

_____

_____

Openings: _____

Rate of pay & hours worked: _____ Work experience: _____

Fringe benefits _____ Remarks _____

_____

Information received by: Date & Time:

Job Information Full-Time

Employer's Name: _____ Occupational Title: _____

Address: _____ Requirements: _____

City: _____ State: _____ Zip Code: _____

Telephone Number: _____ Contact: _____

Employee's job title & description: _____

Openings: _____

Rate of pay & hours worked: _____ Work experience: _____

Fringe benefits: _____ Remarks: _____

_____

Information received by: Date & Time:

APPENDIX E: EMPLOYMENT INFORMATION KIT SAMPLE MATERIALS

EMPLOYMENT INFORMATION KIT

(Each student registering for employment with the Lakewood High School Office of Placement Services is given a kit of materials helpful in career planning and job hunting. The following statement appears on the envelope.)

Dear Student:

The information contained within this envelope has been assembled and edited to assist you in your quest to find the right job. Please familiarize yourself with the literature and file it for future reference. The enclosed materials may save you valuable time and expense at a later date.

Remember that the Lakewood High School Guidance Department's Placement Service will be available not only during the school year but part of the summer months to assist you in locating part-time, full-time, and vacation employment.

Call or write any time you feel you may have an employment problem.

Thank you.

Lakewood High School
Guidance Department
Office of Placement Services
364-2000 Ext. 55

(Included in the kit are pamphlets from the Social Security Office, the New Jersey State Employment Service, several from private companies on how to find a job and how to plan for a career, a statement on information needed for job interviews and application forms. Each placement coordinator should develop his/her own kit of materials.)

SAMPLE RESUME

(No specific format is required, but keep it easy to read, and generally not more than one page in length unless you have a great deal of experience to include.)

PERSONAL BACKGROUND

April 4, 1975

John Smith
1313 East 24th Street
Pines, N.J. 07999

Telephone (201) 893-5173

Birth date - November 21, 1956 Weight - 160 Height - 5'11" Health - Excellent

EDUCATION (If your work experience is extensive or more pertinent to the position for which you are applying, this may come first.)

9/70 - 6/74 Pines High School, Pines, New Jersey
Courses included two years of algebra and one year of geometry; three years of mechanical drawing, including tool designing; three years of shop, including metal shop and electronics. (List most pertinent courses.)

WORK EXPERIENCE

9/73 - 5/74 Part-time, Mobile Service Station, Pines, N.J. Mr. J.C. Gleason, owner. (Include sufficient information so that employer could be contacted as reference.)

6/74 to present Shop Rite Super Market, Pines, N.J. Mr. Tom Stett, manager. Started as stock clerk, made assistant manager, Frozen Food Department in December, 1974.

SCHOOL ACTIVITIES

Played on freshman, JV, and Varsity soccer team (two years on Varsity). Awarded two major letters.
Sports writer, school newspaper, junior and senior year.
Member, Mechanical Drawing Club, junior and senior years.

FUTURE PLANS

Hope to work in the drafting field. Later may take evening courses in drafting and engineering.

REFERENCES (Be sure to secure permission before you list a person as a reference. Do not use relatives or past employers. Give name, occupation, address, and telephone number.)

Mr. John L. Lewis, Drafting Instructor, Pines High School, 893-4000.

Rev. Mark Faith, Paster, Pines Lutheran Church, 893-4251.

Mrs. Alice Durgin, Housewife and neighbor, 1321 E. 24th Street, Pines, N.J., 893-4770.

SAMPLE LETTER OF APPLICATION

1313 East 24th Street
Pines, New Jersey 07999
April 4, 1975

Mr. John Gardner, Personnel Director
Motor Mart Corporation
1421 North Avenue
Newark, New Jersey

Dear Mr. Gardner:

I wish to apply for the position of junior draftsman advertised in the Newark Star Ledger on April 3. (Always refer to the position you are applying for in the opening paragraph).

I graduated from Pines High School in June, 1974. My program included three years of drafting, and three years of college math. I feel that this background provides me with good qualifications for the position which you have open. (Stress one or two strong points.)

Since graduation I have been working at the Shop Rite Super Market in Pines. I have found the work interesting, but I prefer to use my training in the field of drafting. (Discuss briefly your work experience or other items that you feel important).

I am enclosing a resume which gives more complete information about my background, training, work experience, and school activities. I look forward to an opportunity of meeting with you personnally to answer any questions you may have about my qualifications. (Close with a request or suggestion for a personal interview).

Sincerely yours,

(Written signature)

John Smith (Type name)

Enclosure - Resume

(A letter of application should be typewritten, if possible. Use correct form, centered on page. Be sure to include your address and date at top, plain paper, 8½ x 11).

REFERENCES (at least three)

Name _____
Address _____
City _____ State _____ Zip _____
Occupation _____
Telephone No. _____
Relationship _____

Name _____
Address _____
City _____ State _____ Zip _____
Occupation _____
Telephone No. _____
Relationship _____

Name _____
Address _____
City _____ State _____ Zip _____
Occupation _____
Telephone No. _____
Relationship _____

Name _____
Address _____
City _____ State _____ Zip _____
Occupation _____
Telephone No. _____
Relationship _____

MAKE APPOINTMENT FIRST

DRESS PROPERLY

BE ON TIME

SPEAK CLEARLY

WRITE CAREFULLY

GOOD LUCK!

Name _____
Address _____
City _____
State _____ Zip Code ____
Telephone No. _____
Social Security No. _____

EMPLOYMENT APPLICATION INFORMATION

Presented to you by:

CAREER DEVELOPMENT CENTER
RAHWAY HIGH SCHOOL
1012 MADISON AVENUE
RAHWAY, NEW JERSEY 07065

PERSONAL DATA

Birthplace _____

Driver's License? Yes _____ No _____

Married? Yes _____ No _____

Father's Name _____

Father's Place of Employment _____

_____

Mother's Maiden Name _____

Mother's Place of Employment _____

_____

Height _____ Weight _____

Physical Condition _____

Glasses? Yes _____ No _____

Hearing Aid? Yes _____ No _____

Major diseases you have had: _____

_____

Major accidents you have had: _____

_____

Have you ever collected Workmen's Compensation? Yes _____ No _____

In Case of emergency, contact:

Name _____

Address _____

Phone _____

EDUCATION

Elementary school _____ _____

Junior High School _____

High School _____

Year of graduation _____

Honors _____

Grades in English _____ Math _____

Science _____ Business _____

Vocational Education _____ Other _____

College _____

Major (s) _____ _____

Minor (s) _____

Year of graduation _____ _____

Degree _____

Honors _____

Other training _____

_____

_____

Languages I speak _____

I read _____

I write _____

Special skills or interests (typing, key punch, electronics, mechanic, etc.)

_____

_____

Military record:

_____

WORK EXPERIENCE

Starting with last position:

Employer _____

Address _____

City _____ State _____ Zip _____

Immediate supervisor _____

Job Title _____

Description of job _____

_____

_____

Date started _____ Ended _____

Salary _____

If you left job, why? _____

_____

_____

Employer _____

Address _____

City _____ State _____ Zip _____

Immediate supervisor _____

Job title _____

Description of job _____

_____

Date Started _____ Ended _____

Salary _____

If you left job, why? _____

_____

APPENDIX F: SAMPLE STUDENT REFERRAL FORMS

STUDENT REFERRAL FORM – 1

East Orange High School
Guidance Dept.
34 North Walnut St.
East Orange, N. J. 07017

this will introduce:

Date _____

Miss. _____
Mr.

Address _____

He
She is interested in a position as _____

School _____

_____
Guidance Counselor

To _____ *Guidance Counselor*

School _____

thank you for referring to us:

Date _____

Miss. _____
Mr.

He
☐ *She has been accepted as* _____

and will begin work on _____ *at $* _____ *week*

☐ *Declined the job offered*
☐ *We were unable to accept her - him*
☐ *We will contact her - him at a later date*
☐ *She - he has been placed on our waiting list*

_____
For Employment Office

(Sent out in an envelope addressed to the employer.)

STUDENT REFERRAL FORM – 2

BOARD OF EDUCATION, RAHWAY, N.J.
JOB PLACEMENT SERVICE

Rahway High School

Phone 388-8500
Ext. 26

TO _____ DATE _____

_____

Introducing _____

Address _____

Applicant for Interview / Position

Referred by _____
Donald Sinclair, Job Placement Coordinator

_____

Employer: Please notify by phone
Acceptance ( ) Rejectior ( )

APPENDIX G: MONTHLY AND ANNUAL REPORT FORMS

State of New Jersey

DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Due Date: On or before
June 30, 1975

ANNUAL REPORT 1974 – 75 SCHOOL YEAR

The suggested format for the annual report for Job Placement and Career Guidance Programs is as follows

1. **Heading**: Title of the program, coordinator's name, location, superintendent's and principal's names.

2. **Statement of Objectives**: Four or five behavioral objectives are to be written which explain the basic intent of the program. The objectives are to be utilized as your criteria for evaluation.

3. **Tasks or Activities**: Concise statements which detail the methods by which you achieved the objectives of this program. Items such as mini-meetings, use of resource banks, and development of group guidance programs are to be listed.

4. **Constraints**: Human, fiscal, or physical. Indicate any restrictions that either hindered or prevented successful attainment of objectives listed under item 2.

5. **Statistical Information**: Utilize monthly report sheet as a basis for this information. Tally each. Please provide as closely as possible an indication of how much money is necessary to carry on your project. Consider salary, travel, phone, postage, supplies, printing, and equipment necessary. *VERY IMPORTANT* also include:

	Adult		Student		Total
	M	F	M	F	
1. Total earnings this year					
2. Total hours worked this year					
3. Total number registrations this year					
4. Total number placements this year					

	Regular	Disadvantaged	Handicapped	Grand Total
Adult –	M ___ F ___	M ___ F ___	M ___ F ___	
Student –	M ___ F ___	M ___ F ___	M ___ F ___	

6. **Evaluation**: Completion of Self-Evaluation Form. Also, questionnaires, surveys, reports by employers and follow-up studies are all acceptable if keyed to the behavioral objectives which you have indicated under item 2.

R–9/19/74

State of New Jersey

DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Due Date: 5th day of month following report period

MONTHLY REPORT
VOCATIONAL GUIDANCE AND JOB PLACEMENT PROGRAMS

Title of Program: _____

Job Placement Coordinator: _____ Month: _____

School: _____ Date Completed:

	Adult M	Adult F	Student M	Student F	Total
Number interviewed for specific placement services					
Number individual career counseling sessions					
Number group career counseling sessions					
Number job development visits to business and industry					
Number on-the-job observations					
Number CACIS inquiries initiated this month for placement purposes					
Total hours worked this month – New					
Continued				Total	
Total monthly earnings – New					
Continued				Total	

Total number of new placements this month

	Regular	Disadvantaged	Handicapped	Grand Total
Adult –	M_____ F_____	M_____ F_____	M_____ F_____	_____
Student –	M_____ F_____	M_____ F_____	M_____ F_____	_____

Total number students in continued employment this month

	Regular	Disadvantaged	Handicapped	Grand Total
Adult –	M_____ F_____	M_____ F_____	M_____ F_____	_____
Student –	M_____ F_____	M_____ F_____	M_____ F_____	_____

Other specific services rendered (indicate type and individuals serviced).

_____

_____

Problem areas (brief description) _____

_____

Note: When completed, forward to: Mrs. Hazel Davis
Supervision Vocational Guidance
N. J. RMC, Building 871
Plainfield Avenue
Edison, N.J. 08817

R – 9/19/74

APPENDIX H: POCKET CHECK LIST

EMPLOYMENT APPLICATION INFORMATION FORM

Reverse

Pocket Check List for Job Interview

PREPARATION

- ☐ Learn something about company.
- ☐ Have specific job or jobs in mind.
- ☐ Fill in Pocket Resume.
- ☐ Review, in your mind, your qualifications for job.
- ☐ Be prepared to answer broad questions about yourself.
- ☐ Bring any military discharge papers.

APPEARANCE

- ☐ Freshly scrubbed
- ☐ Well groomed.
- ☐ Suitably dressed.
- ☐ Make-up in good taste.

INTERVIEW

- ☐ Be prompt.
- ☐ Answer questions directly and truthfully.
- ☐ Be well mannered.
- ☐ Use proper grammar and good diction.
- ☐ Be enthusiastic and cooperative.
- ☐ Don't be afraid to ask questions.

TEST

- ☐ Listen to instructions.
- ☐ Read each question through.
- ☐ Write legibly.
- ☐ Don't dwell too long on one question.

Pocket Resume for Job Interview

This information is often asked for at a job interview. Fill in the resume ahead of time. Take it with you as a reference.

Social Security Number _____

Driver's License _____

EDUCATION

School	School
Address	Address
Course or Subject	Course or Subject
Date	Date

School activities (clubs, offices, sports, etc.)

PREVIOUS EMPLOYMENT (Summer and part-time jobs)

Name of Employer	Name of Employer
Address	Address
Job Title	Job Title
Date	Date

Military Service:

Hobbies and Special Interests:

Special Skills:

REFERENCES (Get permission before using names)

Name	Name
Address	Address
Telephone Number	Telephone Number

AE 008 236